

Psychoeducational Intervention on Parenting Self-Efficacy in Parents to Increase Parental Confidence in Parenting

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ABSTRACT

This study aims to examine the effectiveness of a parenting self-efficacy psychoeducation intervention in improving parental confidence in child-rearing. The background of this study is based on the importance of self-efficacy in shaping parents' beliefs about their ability to perform effective parenting practices. A quantitative approach was employed using a quasi-experimental design with a one-group pretest-posttest format. The participants were parents who have children and were selected using purposive sampling based on specific criteria. The instrument used in this study was a validated and reliable parenting self-efficacy scale. The intervention was conducted in six sessions, covering topics such as the introduction to parenting, the concept of self-efficacy, child development, positive parenting strategies, and emotional management. Data analysis was carried out using the Shapiro-Wilk normality test, followed by a paired sample t-test to examine differences between pretest and posttest scores. The results indicated that the data were normally distributed and showed an increase in the mean score from the pretest ($M = 100.50$) to the posttest ($M = 117.69$). Statistical analysis revealed a significant difference ($t = -3.971$; $p < 0.001$), indicating that the intervention was effective in enhancing parenting self-efficacy. Furthermore, the effect size was found to be in the moderate to large category (Cohen's $d = -0.702$), suggesting that the intervention not only has statistical significance but also a meaningful practical impact. In conclusion, parenting self-efficacy psychoeducation is an effective approach to improving parental confidence and the quality of parenting practices. This study is expected to contribute to the development of family-based intervention programs and serve as a reference for future research.

Keywords: Parenting self-efficacy, Parenting psychoeducation, Parental confidence, Child rearing / Parentin, Psychological intervention

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INTRODUCTION

Child-rearing is one of the developmental tasks that is complex and requires multidimensional readiness from parents, including cognitive, emotional, and social aspects. Parents play a central role in shaping the foundation of a child's development, including attachment, emotion regulation, social competence, and cognitive development.

The quality of parenting provided by parents has been shown to significantly contribute to children's psychological well-being in both the short and long term (Bornstein, 2019; Santrock, 2019). However, in practice, not all parents are able to perform this role optimally. Many parents experience pressure, confusion, and uncertainty in dealing with various parenting demands, especially amidst rapid and complex social changes (Waid et al., 2025).

One important psychological factor influencing the quality of parenting is parents' confidence in carrying out their role. This confidence is not only related to knowledge about parenting but also to parents' subjective belief in their ability to raise their children effectively (Schunk, 1990). Parents with low levels of confidence tend to experience anxiety, parenting stress, and demonstrate less consistent and less responsive parenting practices toward their children's needs (Coleman & Karraker, 2000; Jones & Prinz, 2005). In contrast, parents with high confidence are better able to cope with parenting challenges, show warmth, and apply constructive discipline strategies.

The concept of confidence in parenting can be theoretically explained through Bandura's self-efficacy theory within the framework of social cognitive theory. Self-efficacy is defined as an individual's belief in their ability to organize and execute actions required to achieve specific outcomes (Bandura, 1997). In the parenting context, this concept is known as parenting self-efficacy, which refers to parents' belief in their capacity to meet parenting demands and positively influence their child's development (Remondi et al., 2023). Parenting self-efficacy is an important predictor of parenting behavior, the quality of parent-child interactions, and children's psychological adjustment (Jones & Prinz, 2005).

According to Bandura (1997), self-efficacy is developed through four primary sources: mastery experiences (successful experiences), vicarious experiences (observing others), verbal persuasion (support or feedback from others), and physiological and emotional states (Kalkim et al., 2024). In the parenting context, successful experiences in handling children's challenges, observing effective parenting practices, receiving social support, and the ability to regulate emotions are crucial factors in shaping parenting self-efficacy. When parents lack access to these sources, their self-efficacy tends to be low, which ultimately affects the quality of parenting (Bozkurt et al., 2025).

In addition, Bronfenbrenner's ecological systems theory emphasizes that parenting does not occur in isolation but is influenced by multiple environmental systems, ranging from the immediate family (microsystem) to broader social contexts such as culture and social policies (Bronfenbrenner, 1979). Factors such as socioeconomic status, educational level, social support, and access to parenting information influence how parents perceive and carry out their roles. In this context, interventions that address both individual and environmental factors are essential to improve parenting quality.

One widely used intervention approach to enhance parents' capacity is psychoeducation. Psychoeducation is an intervention method aimed at improving individuals' knowledge, understanding, and skills in dealing with specific problems through an educational and participatory process (Lukens & McFarlane, 2004). In the parenting context, psychoeducation not only provides information about child development but also trains practical skills such as effective communication, child behavior management, and

parents' emotional regulation. This approach also provides opportunities for parents to share experiences, gain social support, and develop adaptive coping strategies.

Parenting psychoeducation programs based on enhancing self-efficacy have been widely developed and proven effective in improving parenting quality. One evidence-based program is the Triple P (Positive Parenting Program), which emphasizes increasing parents' competence and confidence through a structured and systematic approach (Sanders, 2012). This program integrates principles of social cognitive theory with practical techniques such as modeling, role play, and feedback. Research findings indicate that such interventions not only increase parenting self-efficacy but also reduce parenting stress and improve children's well-being (Sanders & Turner, 2018).

Furthermore, self-efficacy-based parenting psychoeducation interventions are increasingly relevant in modern society, where parents face various challenges such as changes in family structures, economic pressures, and exposure to digital technology. Many parents feel unprepared to deal with children's developmental dynamics, particularly in behavioral and emotional aspects (Sanders et al., 2014). Therefore, interventions are needed that not only provide knowledge but also strengthen parents' confidence so they can respond to various parenting situations adaptively.

Based on the above explanation, it can be concluded that parenting self-efficacy is a key factor in determining successful parenting and child development. Low self-efficacy in parents can negatively affect parenting quality, making appropriate interventions necessary to enhance it. Self-efficacy-based parenting psychoeducation is a promising approach as it integrates cognitive, emotional, and behavioral aspects in improving parents' competence. Therefore, this study aims to examine the effectiveness of a self-efficacy-based parenting psychoeducation intervention in increasing parents' confidence in raising their children. The results of this study are expected to provide both theoretical and practical contributions to the development of family-based interventions in developmental psychology.

METHOD

Participants

The participants in this study were parents residing in a housing complex in Malang. Participants were selected using a purposive sampling technique, which is a sampling method based on specific characteristics relevant to the research objectives. This technique is commonly used in psychological intervention studies to ensure that participants have needs aligned with the program being delivered (Etikan et al., 2016). The inclusion criteria in this study were: (1) parents who have children, (2) residing permanently in a housing complex in Malang, (3) actively involved in daily child-rearing, (4) able to read and understand the research instruments, and (5) willing to participate in the entire series of intervention activities.

Meanwhile, the exclusion criteria included: (1) parents who were unable to attend all intervention sessions completely, (2) having limitations that hinder active participation, such as significant time constraints or certain health conditions, and (3) currently

participating in other parenting intervention programs that could potentially influence the research outcomes. The establishment of these exclusion criteria aimed to maintain the internal validity of the study, particularly in evaluating the effectiveness of the intervention (Shadish et al., 2002). The participant recruitment process was conducted through coordination with housing community administrators, followed by the dissemination of information about the research activities to residents. Interested parents were asked to complete a registration form and undergo an initial screening stage. This approach was important to obtain a contextual understanding of the participants' conditions prior to the intervention (Onghena, 2005).

Subsequently, participants who met the initial criteria participated in in-depth interviews aimed at obtaining a more detailed overview of their parenting practices, the quality of parent-child relationships, and forms of child behavior reflecting levels of self-confidence. These interviews were also used to ensure the alignment between participants' needs and the objectives of the intervention. Based on the overall selection process, a total of 32 participants met the research criteria. The participants consisted of mothers and fathers within the age range of early adulthood to middle adulthood. Most participants had at least a high school to higher education background and were within the middle socioeconomic level. The similarity of the residential context provided an advantage in implementing group interventions, as participants shared relatively similar social experiences, facilitating discussions and the exchange of experiences during the intervention process.

All participants signed an informed consent form prior to participating in the study. The researcher ensured the confidentiality of participant data and emphasized that participation was voluntary, without any coercion. Participants were also given the right to withdraw from the study at any time without consequences. These procedures were carried out in accordance with ethical principles in psychological research, which emphasize the protection of participants' rights and well-being (American Psychological Association, 2017). With these characteristics, the participants in this study were considered representative for examining the effectiveness of an attachment-based parenting psychoeducation intervention in enhancing children's self-confidence through improving the quality of emotional relationships between parents and children.

Research Design

This study employed a quantitative approach using a quasi-experimental design, specifically a one-group pretest-posttest design, to examine the effectiveness of a self-efficacy-based parenting psychoeducation intervention in increasing parents' confidence in raising their children. This design allows researchers to compare conditions before and after the intervention within the same group (Creswell & Creswell, 2018).

In its implementation, participants were first given a pretest to measure their level of parenting self-efficacy prior to the intervention. They then participated in a psychoeducation program designed based on self-efficacy theory, which emphasizes the

importance of individuals' beliefs in their capabilities to perform specific tasks (Bandura, 1997).

After the intervention was completed, a posttest was administered to assess any changes that occurred. The population in this study consisted of parents who have children, with participants selected using purposive sampling based on specific criteria, such as active involvement in parenting and willingness to participate in the entire intervention process (Sugiyono, 2019). The instrument used to measure parenting self-efficacy was the Brief Parental Self-Efficacy Scale (BPSES), which has been widely used to assess parents' confidence in performing their parenting roles (Wittkowski et al., 2017). The data obtained were analyzed using a paired sample t-test to determine differences between pretest and posttest scores, or the Wilcoxon signed-rank test if the data were not normally distributed (Field, 2018).

Through this design, it is expected that empirical evidence can be obtained regarding the effectiveness of psychoeducational interventions in improving parenting self-efficacy and parents' confidence in child-rearing.

Instruments

This study utilized the following instruments to measure the research variables:

1. Brief Parental Self-Efficacy Scale (BPSES)

This instrument was used to measure the level of parents' confidence in effectively carrying out their parenting roles. The scale is a brief version of a parenting self-efficacy measure developed based on Bandura (1997) self-efficacy theory, which emphasizes that individuals' beliefs in their abilities influence their behavior and success in performing specific tasks.

2. Intervention Evaluation Form

This form was used to evaluate the intervention process, including participants' level of understanding of the material, engagement during the sessions, and satisfaction with the program. This evaluation is important to assess the overall effectiveness of the training process (Kirkpatrick & Kirkpatrick, 2007).

Prior to use, all instruments underwent validity and reliability testing to ensure that they possessed adequate levels of accuracy and consistency (Azwar, 2012).

Intervention

The purpose of the parenting self-efficacy psychoeducation intervention is to enhance parents' confidence in carrying out their caregiving roles in an effective, adaptive, and responsive manner toward their children's needs. This intervention is designed to strengthen parents' beliefs in their own abilities (parenting self-efficacy) through increasing knowledge about child development, improving understanding of appropriate parenting strategies, and developing practical skills in managing children's behavior as well as fostering effective communication.

Psychoeducation is an intervention method aimed at improving individuals' knowledge and skills through the provision of structured information and training (Donker

et al., 2009). The intervention is implemented across nine sessions, with each session lasting approximately 10–30 minutes.

Sessions	Objective	Material	Duration
Session 1	Introduction	To introduce the facilitator and participants	10 minutes
Session 2 Pretest	To assess participants' initial condition before the intervention	Distributing the Pretest sheet	30 minutes
Session 3: Introduction to Parenting	To build rapport, understand program objectives, and increase awareness of parenting	The role of parents in child development and the importance of parenting	20 minutes
Session 4: Parenting Self-Efficacy	To enhance understanding of self-efficacy in parenting	Definition of self-efficacy, influencing factors, and its impact on parenting	20 minutes
Session 5: Child Development	To help parents understand stages of child development and their needs	Emotional, social, and cognitive development of children	20 minutes
Session 6: Positive Parenting Strategies	To improve practical parenting skills	Effective communication, positive reinforcement, and consistent discipline	20 minutes
Session 7: Emotion Management	To help parents manage emotions and stress	Emotion regulation, stress coping strategies, and positive self-talk	20 minutes
Session 8: Posttest	To measure participants' knowledge, attitudes, or abilities after the intervention	Distribution of posttest questionnaire	30 minutes
Session 9: Evaluation and Reinforcement	Closing and program evaluation	Reflection on experiences, feedback, and follow-up planning	15 minutes

Data Analysis

Data analysis in this study was conducted quantitatively to examine the effectiveness of the intervention. The first step involved descriptive analysis to provide an overview of the data, such as mean scores and standard deviations. Subsequently, a normality test was performed using the Shapiro–Wilk test to determine whether the data were normally distributed (Ghasemi & Zahediasl, 2012). To test the hypothesis, a paired

sample t-test was used if the data were normally distributed. This test aims to identify significant differences between pretest and posttest scores. If the data were not normally distributed, a non-parametric test, namely the Wilcoxon Signed Rank Test, was employed (Field, 2013). The effectiveness of the intervention was determined based on the increase in parents' confidence in parenting after the intervention compared to before the intervention. Additionally, supplementary data from evaluation sheets were used to support the **interpretation of the research findings**.

FINDING AND DISCUSSION

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Unstandardized Residual	.977	64	.280
POST PRETES	.966	64	.079

This study employed a quantitative approach using a quasi-experimental method with a one-group pretest–posttest design. The purpose of this design was to examine the effectiveness of a parenting self-efficacy psychoeducation intervention in enhancing parents' confidence in carrying out their parenting roles. This design allows researchers to compare conditions before and after the intervention within the same group (Creswell & Creswell, 2018).

In its implementation, research participants were first administered a pretest to measure their level of parenting self-efficacy prior to the intervention. They then participated in a psychoeducation program developed based on self-efficacy theory, which emphasizes the importance of individuals' beliefs in their capabilities to perform parenting roles effectively (Bandura, 1997).

After the intervention was completed, a posttest was conducted to assess any changes that occurred. The population of this study consisted of parents who have children, with participants selected using purposive sampling based on specific criteria, such as active involvement in parenting and willingness to participate in the entire intervention process (Sugiyono, 2019).

The instrument used in this study was a parenting self-efficacy scale, such as the Brief Parental Self-Efficacy Scale (BPSES). Based on the results of the normality test using the Shapiro–Wilk test, the significance values obtained were 0.280 for the unstandardized residual and 0.079 for the difference between posttest and pretest scores, indicating that the data were normally distributed (Sig. > 0.05). Therefore, data analysis was continued using a parametric statistical test, namely the paired sample t-test, to examine differences between pretest and posttest scores (Field, 2018). With this design, it is expected that empirical evidence can be obtained to demonstrate that the parenting self-efficacy psychoeducation intervention is effective in increasing parents' confidence in performing their parenting roles.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	100.5000	32	31.65235	5.59540
	POST TEST	117.6875	32	21.37294	3.77824

Based on the results of the Paired Samples Statistics analysis, the mean pretest score was 100.50 with a standard deviation of 31.65, indicating the initial condition of parenting self-efficacy or parents' confidence in caregiving before the intervention was administered. After the parenting self-efficacy psychoeducation intervention, the mean posttest score increased to 117.69 with a standard deviation of 21.37. The increase in the mean score by 17.19 indicates a positive change following the intervention. Furthermore, the decrease in the standard deviation from 31.65 to 21.37 suggests that the variability or dispersion of the data became smaller, indicating that parents' confidence levels became more homogeneous after participating in the intervention.

Descriptively, these results suggest that the parenting self-efficacy psychoeducation intervention contributed to improving parents' confidence in carrying out their parenting roles. However, to determine whether this increase is statistically significant, further analysis using a paired sample t-test is required.

Paired Samples Test							
		Paired Differences	t		df	Significance	
		95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
		Lower	Upper				
Pair 1	PRE TEST - POST TEST	-26.01526	-	8.35974	-	31	<,001
				3.971			<,001

Based on the results of the Paired Samples Test, the t-value obtained was -3.971 with a degree of freedom (df) of 31, and a significance value (p) < 0.001 for both one-tailed and two-tailed tests. In addition, the mean difference between pretest and posttest scores was -26.02, indicating that the posttest scores were higher than the pretest scores. The 95% confidence interval ranged from -26.02 to -8.36, which does not cross zero, further confirming the presence of a statistically significant difference between the two measurements. These results indicate a significant increase in parenting self-efficacy after the psychoeducational intervention was administered. Therefore, it can be concluded that the parenting self-efficacy psychoeducation intervention is effective in improving parents' confidence in carrying out their parenting roles.

Paired Samples Effect Sizes						
			Standardi zer ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	PRE TEST - POST TEST	Cohen's d	24.48494	-.702	-1.085	-.310
		Hedges' correction	25.09792	-.685	-1.059	-.302

Based on the results of the Paired Samples Effect Sizes analysis, the Cohen's d value was -0.702, with a 95% confidence interval ranging from -1.085 to -0.310. In addition, the Hedges' correction value was -0.685, with a 95% confidence interval between -1.059 and -0.302.

These effect size values fall within the medium to large category, indicating that the parenting self-efficacy psychoeducation intervention had a substantial effect on improving parents' confidence in caregiving. The negative sign of the effect size reflects the direction of the difference, meaning that posttest scores were higher than pretest scores. Thus, the findings demonstrate not only a statistically significant difference but also that the intervention has a meaningful practical impact in enhancing parenting self-efficacy among parent

Discussion

The results of this study indicate that the parenting self-efficacy psychoeducation intervention is effective in improving parents' confidence in caregiving. Descriptively, there was an increase in the mean score from 100.50 in the pretest to 117.69 in the posttest, indicating a positive change following the intervention. In addition, the decrease in the standard deviation from 31.65 to 21.37 suggests that the variation in parents' confidence levels became more homogeneous. This indicates that the intervention not only increased the average level of self-efficacy but also stabilized it across participants.

The results of the normality test showed that the data were normally distributed, with significance values of 0.280 for the unstandardized residual and 0.079 for the difference between pretest and posttest scores (Sig. > 0.05). With the normality assumption met, the analysis proceeded using a parametric paired sample t-test. The t-test results showed a value of $t = -3.971$ with $p < 0.001$, indicating a significant difference between pretest and posttest scores. This demonstrates that the psychoeducational intervention had a significant effect on improving parenting self-efficacy.

In addition to statistical significance, the findings are also supported by effect size values in the medium to large category, with Cohen's $d = -0.702$ and Hedges' $g = -0.685$. These values indicate that the intervention has a substantial practical effect in enhancing parents' confidence. Thus, the intervention not only produces statistically significant changes but also has meaningful real-world implications.

These findings are consistent with Bandura's self-efficacy theory, which posits that individuals' beliefs in their capabilities influence their behavior, motivation, and how they cope with challenges. Through psychoeducation, parents gain knowledge, skills, and learning experiences that strengthen their confidence in performing parenting roles. The intervention likely works through enhancing understanding, modeling, and mastery experiences, which are key sources in the development of self-efficacy.

Overall, the results of this study suggest that the parenting self-efficacy psychoeducation intervention is an effective approach for improving parents' confidence in caregiving. Therefore, similar programs may be considered as preventive and promotive interventions to enhance parenting quality and family well-being.

CONCLUSION

This study provides strong empirical evidence that the self-efficacy parenting psychoeducation intervention is effective in improving parents' confidence in carrying out their caregiving roles. Using a quasi-experimental one-group pretest-posttest design, the findings consistently demonstrate both statistically significant and practically meaningful improvements following the intervention. From a descriptive perspective, there was a clear increase in the mean score of parenting self-efficacy, rising from 100.50 in the pretest to 117.69 in the posttest. This improvement indicates that participants experienced a positive change in their level of confidence after engaging in the psychoeducational program. Additionally, the decrease in standard deviation from 31.65 to 21.37 suggests that participants' confidence levels became more consistent, indicating not only improvement but also greater stability across individuals.

Inferential analysis further supports these findings. The results of the paired sample t-test showed a statistically significant difference between pretest and posttest scores ($t = -3.971$, $p < 0.001$), confirming that the observed improvement was not due to chance. This indicates that the psychoeducational intervention had a meaningful impact on enhancing parenting self-efficacy. Moreover, the effect size analysis revealed moderate to large effects (Cohen's $d = -0.702$; Hedges' $g = -0.685$), highlighting that the intervention was not only statistically significant but also practically impactful. These results emphasize that the changes experienced by participants are substantial enough to have real-world relevance in improving parenting confidence.

Overall, the findings align with Bandura's self-efficacy theory, which posits that individuals' beliefs in their capabilities influence their behavior, motivation, and resilience in facing challenges. The psychoeducational intervention likely enhanced self-efficacy through increased knowledge, skill development, observational learning (modeling), and successful experiences, all of which are key sources of self-efficacy. In conclusion, self-efficacy parenting psychoeducation can be considered an effective intervention strategy to strengthen parents' confidence in child-rearing. This approach has important implications for family well-being and can be recommended as both a preventive and promotive program to improve parenting quality. Future research may expand on these findings by

including control groups, larger sample sizes, or long-term follow-up assessments to further validate and strengthen the evidence base.

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